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ABSTRACT

The purpose of this bulletin is to provide information to teachers and students about the 1988 Social Studies 30 Diploma Examination. The bulletin includes: (1) a description of the examination; (2) an outline of the objectives to be tested; (3) charts illustrating both the multiple-choice and written-response sections of the examination; (4) the scoring guide that will be used to score the essay assignment; (5) sample questions for both the multiple choice questions and the essay; and (6) modifications that have been made. The diploma examination is based on the 1981 Alberta (Canada) Social Studies Curriculum. Part A of the examination consists of 70 multiple-choice questions worth 70 percent of the total examination score. Part B consists of one essay worth 30 percent of the total examination. The knowledge, inquiry skills, and valuing objectives to be tested and lists the weight each area will be given in the test are outlined. The scoring guide for the essay outlines evaluation criteria for each of the dimensions to be evaluated: (1) the description of value position; (2) the defense of position; (3) a description of examples or case studies; and (4) the quality of language and expression. Representative sample questions are given for the different types of multiple-choice questions on the test. (SM)

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Grade 12 Diploma Examinations Program

Social Studies 30

1987-88 School Year

Alberta
EDUCATION
Student Evaluation and Records Branch

Published August 1987

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GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

SOCIAL STUDIES 30
1987/88

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INTRODUCTION

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1988. The information includes a description of the examination, an outline of the objectives to be tested, a blueprint that outlines both the multiple-choice and written-response sections of the examination, and the scoring guide that will be used to score the essay assignment. This bulletin also identifies modifications to the multiple-choice and written-response sections of the examinations for 1988. Teachers are encouraged to inform their students of the content of this bulletin and to review the scoring guides with their students.

Teachers should also refer to the publication *Curriculum Specifications for Social Studies 30* (April 1987), which delineates the specific content and objectives from which the test questions for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information (September 1987)*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1987/88 school term. The bulletin will be updated in August 1988.

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SUMMARY OF MODIFICATIONS

SOCIAL STUDIES 30 DIPLOMA EXAMINATION 1987/88

PART A: MULTIPLE-CHOICE

A limited number of newly developed multiple-choice question formats will be included in the 1988 examinations. These approaches have recently been field tested:

- Key List or Classification Questions: This format will require students to form judgments, categorize subject matter, recognize cause and effect, or provide explanations from a limited number of responses. (See sample question 4 on page 19.)

- Sequential Questions: This format will require students to determine which events, facts, policies, actions, or developments are sequentially or chronologically arranged in a logical and correct order from among four possible choices. (See sample question 6 on page 21.)

PART B: WRITTEN-RESPONSE

The format of the information regarding the evaluation of the essay and the allocation of marks has been modified for the purpose of clarification to students writing the assignment. Despite these modifications, the requirements for the essay assignment remain the same.

For a more detailed explanation of the modifications to the written-response assignment, see page 6.

While the scoring guide remains essentially unchanged from 1986/87, minor adjustments have been made to reflect the modifications to the format. The general criteria for scoring each dimension of the essay assignment have been included in this bulletin on pages 8 to 15.

DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the *1981 Alberta Social Studies Curriculum.* All test questions are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30,* "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination is 2½ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions -- 70 questions worth 70% of the total examination mark.

Part B: Written Response -- one essay worth 30% of the total examination mark.

The examination will be written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of Topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyse, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning. The blueprint for the multiple-choice section is found on page 3.

Part B: Written Response

Students will be required to write ONE complete and unified essay about an issue related to the content of the Social Studies 30 program. Two essay questions will be provided--one from Topic A and one from Topic B. Students are required to select ONE of the two topics.

The essay will be marked according to the reporting categories indicated in the blueprint for the written-response section (page 4). Detailed scoring guides follow on pages 7 to 15.

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field-tested in high schools throughout the province. A test development specialist, in conjunction with teachers, constructs the examinations from suitable field-tested questions. Before the examinations are printed, they are reviewed by an Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

Reporting Categories

The reporting categories (or subtests) form the basis for the reporting of examination results to school jurisdictions. Student achievement is analysed and reported according to these categories, a complete list of which may be found in the blueprint on pages 3 and 4.

Cognitive Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the questions are designed to test the more complex cognitive levels of the taxonomy.

Administration

Dates for the administration of the 1988 Social Studies 30 diploma examinations are as follows:

January 26, 1988:	9:00 - 11:30 a.m.
June 22, 1988:	9:00 - 11:30 a.m.
August 16, 1988:	9:00 - 11:30 a.m.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 3 and 4 explains the design of Parts A and B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topics A and B have been combined into one reporting category so that there will be enough questions to achieve statistical significance.

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part A: Multiple Choice (70% of the examination mark)

CONTENT / REPORTING CATEGORY		5.8 VALUE CONCEPTS: Knowledge of competing values and value positions			6. POLITICAL AND ECONOMIC SYSTEMS: Knowledge of facts, concepts and generalizations related to the world's political and economic systems.						7. CO-OPERATION AND CONFLICT AMONG STATES: Knowledge of facts, concepts and generalizations related to co-operation and conflict among states in the 20th century.							TOTAL
		Topic A		Topic B														
PROCESSES / REPORTING CATEGORY		5.4 Individual freedom/ state control	5.5 Individual welfare/ collective good	5.6 Nationalism/ internationalism	6.1 Ideology	6.2 Power and decision-making	6.3 Citizenship	6.4 Leadership	6.5 Individualism	6.6 Collectivism	7.1 Sovereignty and Territoriality	7.2 Balance of power	7.3 Détente and co-existence	7.4 Imperialism	7.5 Conflict	7.6 Co-operation	7.7 Internationalism and Supra-nationalism	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words.	1.1 Recall 1.2 Understand concepts 1.3 Understand generalizations	4%			16%						16%							36%
2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions.	2.1 Identify and focus on the issue 2.2 Formulate research questions				3%						3%							6%
3. INQUIRY SKILLS (B): Ability to gather, organize, analyse, evaluate, and synthesize data.	3.1 Gather and organize data 3.2 Analyse and evaluate data 3.3 Synthesize data				9%						9%							18%
4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action.	4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision, process, and action				3%						3%							6%
5.A VALUING SKILLS: Ability to resolve conflicts of competing values.	5.1 Value analysis 5.2 Decision-making 5.3 Moral reasoning	4%																4%
TOTAL		8%			31%						31%							70%

(continued on overleaf)

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Part B: Written Response (30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION TOTAL MARK
One complete and unified essay in which the student integrates steps of the inquiry process by defending a position on a given issue.	1. Description of value positions	5%
	2. Defence of position	10%
	3. Description of examples or case studies	10%
	4. Quality of language and expression	5%
		30%

SCORING OF THE EXAMINATION

Part A - Multiple-choice of the examination will be machine-scored. Part B - Written Response of the Social Studies 30 Diploma Examination will be scored by Social Studies 30 teachers selected from those who have been recommended to the Student Evaluation and Records Branch by their superintendents. To qualify for recommendation by a superintendent, a teacher must have taught Social Studies 30 for two or more years, currently be teaching the course, and have a Permanent Professional Certificate. *Teachers who wish to be recommended as markers should contact their superintendents before September 30, 1987.*

Many more teachers are recommended as markers by superintendents than are required by the Student Evaluation and Records Branch for any one marking session. The following criteria are considered when markers are selected for a particular marking session:

- Experience as a marker (generally, "first time" markers are given priority)
- Regional Representation (by zone, jurisdiction, and school)
- Student Population

Dates for Examination Scoring

The written-response section of the 1988 Social Studies 30 Diploma Examination will be scored in Edmonton according to the following schedule:

January Examination - February 4 - 6, 1988
June Examination - July 4 - 8, 1988
August Examination - August 19 - 20, 1988

Group leaders will meet prior to each of the two major marking sessions on the following dates:

January Examination - February 3, 1988
June Examination - July 2, 1988

Scoring Procedures

Before marking commences, markers will participate in an orientation session that illustrates the application of the scoring guides to pre-selected sample papers. During marking, consistency in marking is closely monitored through regular "reliability reviews" and feedback to each marker. Each student's paper receives three independent readings during marking.

Scoring Guide

The scoring guide and general criteria for scoring each dimension presented on pages 8 to 15 will be used in scoring the written-response section. If necessary, these criteria will be adjusted at the beginning of the marking session to reflect the specific requirements of the assignment and the student essays.

Since the scoring guide and general criteria do not appear in the examination booklet, they should be reviewed with students during the school year or semester.

MODIFICATIONS TO THE WRITTEN-RESPONSE FORMAT FOR THE 1988 DIPLOMA EXAMINATIONS

The requirements for the written response assignment for 1988 are basically unchanged from 1987: the assignment consists of a single task - that of defending a position on an issue. However, the instructions for students regarding mark allotment have been re-arranged in the examination booklet. This modification is shown below. Please note that the listing of mark allotments is NOT a specification for essay organization.

TOPIC A

ESSAY ASSIGNMENT

In some political systems, important economic and political decisions are made by a ruling élite. Such systems are based on the belief that certain individuals are better suited to govern than others. In other political systems, important economic and political decisions are made by elected officials chosen from the population at large. Such systems are based on the belief that all citizens should be part of the decision-making process.

SHOULD ALL CITIZENS OF A NATION HAVE THE OPPORTUNITY TO BECOME GOVERNMENT LEADERS?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Indicate and thoughtfully describe alternative value positions underlying the issue	(5 marks)
- Defend a position on this issue by using logical and persuasive arguments	(10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position	(10 marks)
TOTAL MARKS FOR CONTENT	25 marks
- Marks allotted for quality of language and expression	(5 marks)
TOTAL MARKS FOR ESSAY	30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

Each essay assignment will have a preamble followed by an issue statement. Students will be required to defend a position on an issue. Two issues, one from each topic will be presented. Students may choose to write on either topic.

Explicit quality requirements apply to each dimension. For example, the descriptors "thoughtfully," "logical and persuasive," and "accurately" indicate to students the quality of work required to achieve full marks on each dimension. (A fuller development of these descriptors is given on pages 8 to 15).

Students and teachers should not use the pre-1987 model as a guide for the current assignment.

STUDENTS ARE NOT RESTRICTED TO A SINGLE APPROACH IN ORGANIZING THE ASSIGNMENT. They may select information and organize their essay in the manner that they feel will best defend their position on the issue. In writing their essay, students should be able to draw on their familiarity with other written assignments in both social studies and language arts. The general criteria and scoring descriptors used by markers in scoring the essay are on pages 8 to 15.

SCORING GUIDE AND GENERAL CRITERIA FOR EVALUATION

NOTE: The marking criteria for the Social Studies 30 Diploma Examinations were revised by a committee of teachers in July 1987. The changes are not major, however, the 1988 criteria are NOT identical to those used in 1987.

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

Indicate and thoughtfully describe alternative value positions underlying the issue.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
1. Indication of value positions	- Are two or more alternative value positions indicated?
2. Thoughtfulness	- How adequately developed are the descriptions?
	- What depth of understanding of the issue is demonstrated by the description of alternative value positions?

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The description of the alternative value positions is thoughtful and reveals an insightful understanding of the choices inherent in the issue.
(4) PROFICIENT	The description of the alternative value positions reveals a clear understanding of the issue. Some of the critical features of these positions are identified.
(3) SATISFACTORY	The description of the alternative value positions reveals an adequate understanding of the issue.
(2) LIMITED	The description of the alternative value positions reveals an uncertain or vague understanding of the issue. The value positions may not be clearly related to the issue.
(1) POOR	Two or more alternative value positions may not be indicated or the description of alternative positions is minimal. An inaccurate or incomplete understanding of the issue is demonstrated.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

2. DEFENCE OF POSITION (10 MARKS)

Defend a position on this issue by using logical and persuasive arguments.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
1. Evidence of a position	- Is the writer's position evident?
2. Logic and Persuasiveness	- How well-chosen are the examples and/or case studies selected to defend the position?
	- How well does the writer draw a relationship between the examples and/or case studies selected and the position taken?
	- Are the arguments based on reason and scholarship rather than emotion?
	- Are the arguments based on valid assumptions and premises that support the conclusions made?

SCORING GUIDE: TOPICS A AND B

2. DEFENCE OF POSITION (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. Case studies and/or examples have been carefully chosen. There is a strong relationship between the case studies and/or examples chosen and the position taken. The arguments presented are consistent and forceful, demonstrating originality, maturity, and insight.
(4) PROFICIENT	The defence of position is based on well-considered arguments. Case studies and/or examples have been well chosen. There is a clear relationship between the case studies and/or examples chosen and the position taken. The arguments presented are logical and clearly developed.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. Appropriate case studies and/or examples have been chosen. A relationship between the case studies and/or examples chosen and the position taken has been established. While the arguments are generally sound, they may lack somewhat in persuasiveness.
(2) LIMITED	The defence of position is based more on emotion than logic and/or the arguments presented are confused, contradictory, vague, and lack development. Case studies and/or examples are related to the issue but may be unrelated to the position taken. The relationship between the case studies and/or examples and the position taken may be hard to determine.
(1) POOR	The defence of position is weak: i.e. a position is hard to determine OR little or no attempt has been made to defend the position taken. Case studies and/or examples may be inappropriate to the position. There is little or no relationship drawn between the examples and/or case studies chosen and the position taken.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

3. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
1. Relevance	- Are the case studies and/or examples related to the issue?
2. Accuracy	- How verifiable or factually accurate is the description of the examples and/or case studies selected?
3. Comprehensiveness	- What breadth and/or depth of understanding is demonstrated by the description of case studies and/or examples chosen?

NOTE: Examples and case studies from social studies content may be historical or contemporary and drawn from the study of Canada or other nations.

SCORING GUIDE: TOPICS A AND B

3. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The examples or case studies chosen are relevant, accurate, and comprehensively described, revealing a mature and insightful understanding of social studies content.
(4) PROFICIENT	The examples or case studies chosen are relevant, accurate, and clearly described, revealing a good understanding of social studies content.
(3) SATISFACTORY	The examples or case studies selected are relevant and adequately described, but may contain some factual errors. The descriptions reveal an adequate understanding of social studies content.
(2) LIMITED	The examples or case studies selected, while relevant, are vaguely described and/or contain inaccuracies, revealing a restricted understanding of social studies content.
(1) POOR	The examples or case studies chosen are relevant, but a minimal attempt has been made to describe them and/or the descriptions contain major errors revealing a lack of understanding of social studies content.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension OR where the case studies and/or examples chosen are not relevant to the issue.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
1. Organization	- Does the essay have an introduction, body, and conclusion?
	- Does the development of the essay show coherence and logical order?
2. Conventions	- Does the student use correct grammar, spelling, and mechanics? ("Mechanics" refers to capitalization and punctuation.)
3. Syntax and Vocabulary	- Does the student use correct, appropriate, and effective syntax and vocabulary? ("Syntax" refers to the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" refers to the use of social studies terminology as well as common word usage.)

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The content is organized in such a way that the writer's meaning is unquestionably evident. The expression reveals a mature use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's meaning is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's meaning is generally understood. The expression reveals an awareness of, and attention to, language structures, spelling, and vocabulary.
(2) LIMITED	The content is organized in such a way that the writer's meaning is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's meaning. The expression reveals serious faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

SAMPLE QUESTIONS

The sample questions found on pages 17 to 25 contain examples of both multiple-choice and written-response questions. They serve to illustrate the nature and complexity of the questions that appear on the examination.

Below is a sample of the general content and format of the instructions for answering the multiple-choice portion of the examination.

> All multiple-choice questions must be answered on the separate answer sheet.
>
> Fill in your name and other information on the answer sheet as directed by the examiner.
>
> Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate that question number on the answer sheet and fill in the space that corresponds to your choice. Use an HB pencil only.

Example	Answer Sheet			
The capital city of Canada is	A	B	C	D
A. Vancouver	O	O	●	O
B. Winnipeg				
C. Ottawa				
D. Montreal				

If you wish to change an answer, please erase your first mark completely.

Part A: Multiple-Choice Sample Questions

The set of seven multiple-choice questions which follow is representative of the types of questions to be found in Part A of the Social Studies 30 Diploma Examination. Each question is followed by information which indicates the key, sample size, and the distribution in per cent of student responses by alternatives A, B, C, and D. The questions and statistics are taken from previous Social Studies 30 Diploma Examinations and recent field tests. The processes the student might employ in order to obtain the correct answer and the curriculum specification the question meets are also included.

---

1. From a theoretical point of view, the values of self-reliance and personal initiative are basic to a

   A. social welfare state
   B. fascist corporate state
   C. communist approach to economics
   D. capitalist approach to economics

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	9769	11%	3%	2%	84%

Process: In question 1, the student is required to associate two given values with the most appropriate of the four political and economic systems provided.

Curriculum Specification Focus: Topic A, value objectives - identifying the extent to which individualism and collectivism are reflected in major political and economic systems.

Difficulty: The table shows that 84% of the students chose the keyed answer, indicating that the question was not difficult.

---

2. To combat the problem of high unemployment in a mixed economy, the government would MOST likely

A. increase government expenditures
B. decrease the supply of new money
C. increase income taxes
D. raise interest rates

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
A	9769	71%	9%	12%	8%

Process: In question 2, the student is required to recall the importance of Keynesian theory to government policies in a mixed economy.

Curriculum Specification Focus: Topic A, knowledge objectives - power and decision-making; mixed economy, Keynesian theory.

Difficulty: The table shows that 71% of the students chose the keyed answer, indicating that this question was not difficult.

---

3. Fascists support the belief that

A. government is accountable to the electorate
B. the means of production should be owned by the State
C. individuals exist to enhance the collective welfare of the State
D. competing political parties may be tolerated but must be controlled

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
C	9769	5%	20%	60%	15%

Process: In question 3, the student is required to recall the subordination of the individual to the State in a fascist dictatorship.

Curriculum Specification Focus: Topic A, knowledge objectives - citizenship; nature of participation, autocracy.

Difficulty: The table shows that 60% of the students chose the keyed answer, indicating that the question was of average difficulty.

From the list below, indicate the type of socialism which is BEST described by the statement in question 4.

A. Utopian Socialism B. Revolutionary Socialism C. Democratic Socialism D. National Socialism

4. There is the belief that social justice cannot be attained until capital and the means of production are violently taken out of private hands.

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
B	305	4%	81%	6%	9%

Process: In question 4, the student is required to categorize a belief according to the type of socialism it represents.

Curriculum Specification Focus: Topic A, skill objectives - categorize data.

Difficulty: The table shows that 81% of the students chose the keyed answer, indicating that the question was not difficult.

Use the headlines below to answer question 5.

5. The news stories would be MOST useful in researching the rise of which of the following 20th century forces?

   A. Nationalism
   B. Imperialism
   C. Isolationism
   D. Supranationalism

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
D	7700	16%	12%	4%	68%

Process: In question 5, the student is required to examine four potential data sources to determine their common usefulness in researching a major force in international relations.

Curriculum Specification Focus: Topic B, skill objectives - select appropriate sources for research.

Difficulty: The table shows that 68% of the students chose the keyed answer, indicating that the question was of average difficulty.

Use the events below to answer question 6.

I	Normandy invasion opens a second front in Europe
II	Hitler launches Operation Barbarossa and attacks the U.S.S.R.
III	Nazi forces invade and occupy the Low Countries and France
IV	Soviet resistance halts German advance at Stalingrad

6. The correct chronological order of these four events is

A. I, III, II, IV
B. I, IV, II, III
C. III, I, II, IV
D. III, II, IV, I

Key	Sample Size	Distribution of Responses by Alternative			
		A	B	C	D
D	377	13%	4%	35%	48%

Process: In question 6, the student is required to determine the correct chronological order of a series of historical events.

Curriculum Specification Focus: Topic B, skill objectives - categorize data according to sequence.

Difficulty: The table shows that 48% of the students chose the keyed answer, indicating that the question was difficult.

Use the information below to answer question 7.

One historian identifies the following events as important steps in the Cold War:

STEP 1 The Soviet "takeover" of Eastern Europe, 1945-47

STEP 2 Churchill's "Iron Curtain" speech, March 1946

STEP 3 The Truman Doctrine and the Marshall Plan, March and June 1947

STEP 4 The setting-up of the Cominform, October 1947

STEP 5 The communist coup in Czechoslovakia, February 1948

STEP 6 The Berlin Blockade, June 1948 - May 1949

-- Harriet Ward

7. All of these steps in the Cold War MOST LIKELY led to the

A. creation of a UN emergency police force
B. development of a thaw in East-West relations
C. formation of the North Atlantic Treaty Organization
D. replacement of Soviet conventional forces with nuclear weapons

Key	Sample Size	Distribution of Responses by Alternative A	B	C	D
C	7700	13%	8%	74%	5%

Process: In question 7, the student is required to relate historical events to their consequences.

Curriculum Specification Focus: Topic B, skill objectives - synthesize data by relating cause and effect.

Difficulty: The table shows that 74% of the students chose the keyed answer, indicating that the question was not difficult.

Credits for Data Used in Multiple-Choice Sample Questions

Question 7 From *World Powers in the Twentieth Century* by Harriet Ward. (London, 1978) p. 229.

Part B: Written-Response Sample Questions

A sample of the general content and format of the instructions for completing the written-response portion of the examination is given below.

The written-response section is worth 30% of the total examination mark. Essays for each topic will be marked according to the same criteria.

INSTRUCTIONS:

- CHOOSE ONE OF THE TWO TOPICS THAT FOLLOW FOR YOUR ESSAY.
- IF YOU WRITE ON BOTH TOPICS, ONLY THE FIRST WILL BE MARKED.
- BE SURE TO INDICATE YOUR CHOICE OF TOPIC IN THE SPACE PROVIDED ON THE BACK COVER.
- READ ALL PARTS OF THE ASSIGNMENT CAREFULLY.
- Complete your essay in the space provided.
- Use pages labelled FOR ROUGH WORK to plan and draft.
- Use pages labelled FOR FINISHED WORK for your final, completed work.
- Use a blue or black pen for finished work.

TOPIC A

ESSAY ASSIGNMENT

In some political systems, important economic and political decisions are made by a ruling élite. Such systems are based on the belief that certain individuals are better suited to govern than others. In other political systems, important economic and political decisions are made by elected officials chosen from the population at large. Such systems are based on the belief that all citizens should be part of the decision-making process.

SHOULD ALL CITIZENS OF A NATION HAVE THE OPPORTUNITY TO BECOME GOVERNMENT LEADERS?

In an essay, defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue	(5 marks)
- Defend a position on this issue by using logical and persuasive arguments	(10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position	(10 marks)
TOTAL MARKS FOR CONTENT	25 marks
- Marks allotted for quality of language and expression	(5 marks)
TOTAL MARKS FOR ESSAY	30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

TOPIC B

ESSAY ASSIGNMENT

Some nations follow a policy of allocating increasing amounts of human and material resources toward improving their military preparedness. They believe such a policy will lessen the dangers of aggressive actions against them. Other nations channel their human and material resources to such areas as economic development and increased aid to underdeveloped nations. They believe such actions are better suited to maintain world peace.

SHOULD NATIONS INCREASE THE SIZE OF THEIR DEFENCE BUDGETS?

In an essay, defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue	(5 marks)
- Defend a position on this issue by using logical and persuasive arguments	(10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position	(10 marks)
TOTAL MARKS FOR CONTENT	25 marks
- Marks allotted for quality of language and expression	(5 marks)
TOTAL MARKS FOR ESSAY	30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.